IDRC • CRDI • CIID

Manuscript Report 239e

Project Profiles

The quality of teaching and the training of teachers in the developing world

November 1989

The International Development Research Centre is a public corporation created by the Parliament of Canada in 1970 to support research designed to adapt science and technology to the needs of developing countries. The Centre's activity is concentrated in six sectors: agriculture, food and nutrition sciences; health sciences; information sciences; social sciences; earth and engineering sciences; and communications. IDRC is financed solely by the Parliament of Canada; its policies, however, are set by an international Board of Governors. The Centre's headquarters are in Ottawa, Canada. Regional offices are located in Africa, Asia, Latin America, and the Middle East.

Le Centre de recherches pour le développement international, société publique créée en 1970 par une loi du Parlement canadien, a pour mission d'appuyer des recherches visant à adapter la science et la technologie aux besoins des pays en développement; il concentre son activité dans six secteurs : agriculture, alimentation et nutrition; information; santé; sciences sociales; sciences de la terre et du génie et communications. Le CRDI est financé entièrement par le Parlement canadien, mais c'est un Conseil des gouverneurs international qui en détermine l'orientation et les politiques. Établi à Ottawa (Canada), il a des bureaux régionaux en Afrique, en Asie, en Amérique latine et au Moyen-Orient.

El Centro Internacional de Investigaciones para el Desarrollo es una corporación pública creada en 1970 por el Parlamento de Canadá con el objeto de apoyar la investigación destinada a adaptar la ciencia y la tecnología a las necesidades de los países en desarrollo. Su actividad se concentra en seis sectores: ciencias agrícolas, alimentos y nutrición; ciencias de la salud; ciencias de la información; ciencias sociales; ciencias de la tierra e ingeniería; y comunicaciones. El Centro es financiado exclusivamente por el Parlamento de Canadá; sin embargo, sus políticas son trazadas por un Consejo de Gobernadores de carácter internacional. La sede del Centro está en Ottawa, Canadá, y sus oficinas regionales en América Latina, África, Asia y el Medio Oriente.

This series includes meeting documents, internal reports, and preliminary technical documents that may later form the basis of a formal publication. A Manuscript Report is given a small distribution to a highly specialized audience.

La présente série est reservée aux documents issus de colloques, aux rapports internes et aux documents techniques susceptibles d'être publiés plus tard dans une série de publications plus soignées. D'un tirage restreint, le rapport manuscrit est destiné à un public très spécialisé.

Esta serie incluye ponencias de reuniones, informes internos y documentos técnicos que pueden posteriormente conformar la base de una publicación formal. El informe recibe distribución limitada entre una audiencia altamente especializada.

IDRC-MR239e

PROJECT PROFILES

The quality of teaching and the training of teachers in the developing world

Population, Education and Society Program
Social Sciences Division
International Development Research Centre

Material contained in this report is produced as submitted and has not been subjected to peer review or editing by IDRC Communications Division staff. Unless otherwise stated, copyright for material in this report is held by the authors. Mention of proprietary names does not constitute endorsement of the product and is given only for information.

90-03210/

This booklet lists projects, sponsored by the Social Sciences Division of the International Development Research Centre, that addressed/are addressing the issue of teacher training in the developing world. Each project profile will include the project's title, the number assigned to it by IDRC, the name and address of the recipient institution, the current address (if different from the recipient institution) of the principal researcher, project descriptors, the country/area where the research is located, and a summary of the project's objectives and results (where available). The second page of each profile lists project related documents that are available, in microfiche form, from the IDRC library in Ottawa. The bibliography includes the title of the text, its author (corporate/individual), the publisher or research institution which printed the document, the number that IDRC assigned to the project, the language of the text, date of publication, its isn (internal sequential number), its catalogue status (RCMPL designating a fully catalogued document and INPRO meaning that it is still in the process of being catalogued), and the number of the microfiche copy.

All queries regarding individual projects ought to be sent to the appropriate institution/project leader listed. If this is not feasible, please send all project related queries to the International Development Research Centre, Social Sciences Division, Population, Education and Society Program, P.O. Box 8500, Ottawa, Ontario, Canada, K1G 3H9. As already mentioned, the IDRC library is willing to provide microfiche copies of available documents free of charge. Please include title, location, isn and microfiche number of the document. Direct any such requests to User's Services, IDRC Library, at the same address mentioned above.

TEACHER TRAINING IN THE DEVELOPING WORLD

3-P-77-0072 : Nontraditional roles of Teachers (Philippines) - Phase I

3-P-78-0120 : Teacher Effectiveness (Nigeria)

3-P-78-0123 : Studies in Preschool and Primary School Interaction (Latin America)

3-P-79-0015 : Teacher Effectiveness (Sierra Leone)

3-P-80-0008 : Comparative Teaching Strategies (Nigeria)

3-P-80-0038 : Experimental In-Service Teacher Training (Argentina) Phase I

3-P-80-0051 : Quality of Rural Primary Schooling (Thailand)

3-P-80-0074 : School and Community in Latin America (Colombia, Bolivia, Venezuela)

3-P-80-0075 : Building Capacity in Classroom Research - OISE (Canada)

3-P-80-0149 : Instructional Improvement in Primary Schools (Nepal)

3-P-80-0150 : Nontraditional Roles of Teachers (Philippines) - Phase II

3-P-80-0151 : Experimental Communication of Research Results (Chile)

3-P-81-0032 : Classroom Environment and Student Achievement (Thailand)

3-P-81-0067 : Classroom Environment and Student Achievement (Nigeria)

3-P-81-0076 : Status of Primary School Teachers (Egypt)

3-P-81-0184 : Collaborative Research in Secondary Education (Sierra Leone) Phase I

3-P-81-0230 : School Failure in Chile (Chile)

3-P-82-0046 : School and Community (Bolivia) - Phase II

3-P-82-0067 : Teacher Efficacy in Urban Marginal Schools (Chile)

3-P-82-0074 : Teaching and Learning Biology (Kenya)

3-P-82-0075 : The Quality of Teacher Training (Colombia)

3-P-82-0133 : Experimental In-Service Teacher Training (Chile) - Phase II

3-P-82-0167 : Evaluation of a Teacher Training Institute (Liberia)

3-P-82-0181 : Qualitative reseach in education (Latin America)

TEACHER TRAINING IN THE DEVELOPING WORLD

3-P-83-0064 : Teacher's Workshops in Research (Uruguay) - Phase I

3-P-83-0071 : Assessment of educational curriculum on sexual stereotypes (Argentina)

3-P-83-0092 : Teacher's Workshops : The World of the Child (Argentina)

3-P-83-0229 : Teacher Workshops: Instructional Strategies (Argentina)

3-P-84-0165 : School and Community (Bolivia) - Phase III

3-P-84-0282 : Teaching Development Studies (Lesotho)

3-P-84-0301 : Teacher Training Evaluation (Jamaica)

3-P-84-0341 : Evaluation of Field-Based Teacher Training (Pakistan)

3-P-85-0044 : Collaborative Research in Secondary Education (Sierra Leone) Phase II

3-P-85-0088 : Teachers as Development Agents (Thailand)

3-P-85-0113 : Teachers' Workshops (Uruguay) - Phase II

3-P-85-0210 : Teaching and Learning Strategies in Primary Schools (Lesotho)

3-P-85-0296 : Teacher Workshops: Instructional Strategies (Argentina) Phase II

3-P-86-0174 : Instructional Improvement in Primary Schools (Nepal) Phase II

3-P-87-0302 : Rural Teachers and School Effectiveness (Chile)

3-P-88-0170 : School-Based Teacher Training and Support (Indonesia)

3-P-88-0278 : Educational Efficiency and the Teaching-Learning Process (Costa Rica)

3-P-88-0335 : Teaching and Learning in Aymara Urban Schools (Bolivia)

PROJECT PROFILES

NONTRADITIONAL ROLES OF TEACHERS - Phase I 3-P-77-0072

Recipient Institution(s): CENTER FOR EDUCATIONAL INNOVATION AND TECHNOLOGY (INNOTECH), UNIVERSITY OF THE PHILIPPINES, Diliman, Quezon City, Philippines

Project Descriptors: /teacher training/

Geographic Area Under Study: /South East Asia/

Completion Date: 1981

Pre-project Abstract: For the past 4 years, the Regional Centre for Educational Innovation and Technology (INNOTECH) has been conducting research projects seeking to provide primary education to pupils in rural areas, based on the guidelines of efficiency, economy, and mass delivery. Indications are that the experiment has potential as an alternative system which will offer quality education to many at a reduced cost. The role of the teacher in this system calls for a departure from the conventional role in the traditional system - the teacher needs retraining to equip him or her with managerial and social work skills. This project will develop training packages that will prepare the teacher for nontraditional roles.

Post-project Abstract: This project had two parts and involved five countries: Indonesia, Malaysia, the Philippines, Singapore and Thailand. In the first part, each country chose two non-traditional primary educational programs from which to collect data about critical teacher behaviour or competencies. Between 500 and 1,000 "incidents" were collected and at least 50 teacher observations were made. In the second part, project workers (assisted by experts) analyzed these behaviours to compile behavioural objectives. Based on these objectives, Teacher Preparation Packages (TPPs) were developed. Suitable revisions were made after testing. Teacher Improvement Packages (TIPs) were also developed in each country. Fifty per cent of participating teachers rated the TPPs as being useful. Class observations showed that 9 out of 10 teachers displayed more effective behaviour after completing a TPP. Study continued in a second phase.

Bibliographic Information:

Regional Center for Educational Innovation and Technology, Manila
Terminal report / Development of models to prepare teachers for alternative educational programs for mass primary education (Project NTR) : phase one, Jan. 1978 - June 1980
Manila? : Regional Center for Educational Innovation and Technology, 1981 2 v.
Contents: pt. 1, Identification of critical teacher behaviors; pt. 2, Development, tryout and evaluation of preparation packages.

PROJECT NO: 3-P-77-0072

lang: ENGL date: 1981 isn: 65950 statc: RCMPL
location: ARCHIV 371.13(59) D 4 MFICHE IDRC-Lib-65950

Regional Center for Educational Innovation and Technology, Singapore
Consultative Meeting of Key Educators Concerned with Teacher Education, Bayview Plaza Hotel, Manila, Feb. 9-11, 1977
Manila : SEAMEO Regional Center for Educational Innovation and Technology, 1977 151 p.

PROJECT NO: 3-P-77-0072

lang: ENGL date: 1977 isn: 65953 statc: RCMPL
location: ARCHIV 371.13(59) S 6 1977
MFICHE IDRC-Lib-65953

PROJECT PROFILES

TEACHER EFFECTIVENESS 3-P-78-0120

Recipient Institution(s): WEST AFRICAN EXAMS COUNCIL, Yaba, Lagos, Nigeria

Project Descriptors: /teacher training/ /teaching/ /teacher recruitment/

Geographic Area Under Study: /Nigeria/

Completion Date: 1984

Pre-project Abstract: Because of the rapid expansion of the education system in Africa there have been inevitable "improvisations" and expediencies in recruiting teachers. Consequently, the profession is mixed in terms of background, education, training, and experience - in short, quality is uneven. In order to identify the essentials of good teaching, and analyze and improve teacher performance and effectiveness, the project will develop tests for evaluating such performance in primary and secondary schools in Nigeria. It will use aptitude tests designed to make a more valid selection of teachers, and examine teacher-training curricula with the aim of introducing the criteria of good teaching derived from research.

Post-project Abstract: In this project, researchers developed two tests: the TEDRO (Test Development and Research Office) Teacher Effectiveness Questionnaire (TTPQ) and the TEDRO Teacher Selection Test (TTST). To rate the effectiveness of teacher performance, researchers identified events considered to have a positive or negative impact on learning. Pupils and teachers supplied a written account of specific classroom incidents and rated their success in promoting learning. Based on over 300 critical incidents, researchers developed the TTPQ which consisted of a set of six questionnaires. These questionnaires were trial-tested in six secondary schools to rate about 100 teachers. The TTST was trial-tested with 590 teacher training candidates in four Nigerian states. This test was meant to serve as an aptitude test for selecting teacher training candidates. All data was coded and computer analyzed. Formal validation of the instruments was not undertaken. A booklet entitled "Tips on Effective Teaching" was, however, produced based on the critical incidents study.

Bibliographic Information:

Awomolo, A.A.
Teacher effectiveness : towards the definition of a complex concept
West African journal of educational and vocational measurement
Lagos : v. 6 p. 1-9 Aug. 1985. Photocopy.

PROJECT NO: 3-P-78-0120

lang: ENGL date: Aug. 1985 isn: 74463 statc:RCMPL
location: ARCHIV 371.213(669) A 9
MFICHE IDRC-Lib-74463

Awuwoloye, E.O.
Teacher effectiveness : the development of an evaluation instrument
West African journal of educational and vocational measurement
Lagos : v. 6 p. 11-18 Aug. 1985. Photocopy.

PROJECT NO: 3-P-78-0120

lang: ENGL date: Aug. 1985 isn: 74464 statc:RCMPL
location: ARCHIV 371.213(669) A 91
MFICHE IDRC-Lib-74464

West African Examinations Council, Accra
Teacher effectiveness research project : a study and evaluation of teacher effectiveness in Nigerian schools
s.l. : s.n., 1984 35 p.

PROJECT NO: 3-P-78-0120

lang: ENGL date: 1984 isn: 78771 statc: RCMPL
location: ARCHIV 371.213(669) W 4
MFICHE IDRC-Lib-78771

PROJECT PROFILES

STUDIES IN PRESCHOOL AND PRIMARY SCHOOL INTERACTION
3-P-78-0123

Recipient Institution(s): CENTRO DE INVESTIGACION Y DESARROLLO DE LA EDUCACION (CIDE), Casilla 13608 Santiago 1, Chile

Researcher(s): PATRICIO CARIOLO, DR.

Project Descriptors: /preschool education/ /primary education/ /educational output/

Geographic Area Under Study: /Latin America/

Completion date: 1981

Pre-project Abstract: The official figures for repetition and desertion rates in primary school in Latin America have been underestimated. More accurate analyses have pointed to the fact that of the children enrolled up to 30% are taking 3 or 4 years longer to complete school than was estimated. Preschooling may improve this situation. The objectives of this project are to determine the impact of various forms of preschool exposure upon grade one attitudes and achievement to assess the influence of preschool upon grade one performance.

Post-project Abstract: Researchers in this project collected information from four countries: Argentina, Bolivia, Chile, and Colombia. Work focused on such aspects as the teacher/learning process; administration; and relationships among teachers, principals, students, and parents. Schools were selected and grade one pupils who attended preschool were compared with grade one pupils without preschool. As well, data on the pupil's socioeconomic background was obtained through questionnaires, classroom observations, and interviews with parents, principals, and teachers. Researchers found a link between academic achievement after grade one and a child's socioeconomic level. It was concluded that the main factors influencing student achievement were socioeconomic background and the institute attended by pupils. More research on teacher attitudes and classroom behaviour was recommended. A final workshop was held for researchers in Santiago, Chile in March 1981 and results were disseminated in each study country. Another workshop for international researchers was held in Colombia in May 1981.

Bibliographic Information:

Filp, J. Cardemil, C. Schiefelbein, E. Donoso, S.
Estudio preliminar del umbral entre la educación pre-escolar y primaria en Chile : informe final de la etapa piloto
Santiago : CIDE, 1979 64 p.
Centro de Investigacion y Desarrollo de la Educacion,
Documentos de trabajo / Centro de Investigación y Desarrollo de la Educación 4/79

PROJECT NO: 3-P-78-0003

PROJECT NO: 3-P-78-0123

lang: ESPA date: 1979
isn: 48223 atype: MONO astat: COMPL statc: RCMPL
location: ARCHIV 370(83) C 4 no. 04/79
MFICHE IDRC-Lib-48223

Filp, J. Donoso, S. Cardemil, C. Dieguez, E. Torres, J.
Relación entre la educación preprimaria y de primer ano de primaria en escuelas fiscales en Chile

Filp, J.
Evitando el fracaso escolar : relacion entre la educacion preescolar y la primaria
Ottawa, Ont. : CIID, 1981 p. 60-74
Seminario sobre Investigacion Preescolar Bogota 26-29 mayo 1981

PROJECT NO: 3-P-78-0123

lang: ESPA date: 1981
isn: 32086 atype: MONO astat: COMPL statc: RCMPL subcod: EDU
location: ARCHIV 373(83) F 5
MFICHE IDRC-Lib-32086

Rozo M., J. Bustamante M., C. Mendoza Z., N.
Informe final parte colombiana
BogotD : CEDEN, 1981 177 p. : il.

PROJECT NO: 3-P-78-0123

lang: ESPA date: 1981
isn: 45568 atype: MONO astat: COMPL statc: RCMPL
location: BOGOTA 372.2(861) R 6

Bibliographic Information:

Luna, E.
Estudio de umbral en educación preescolar y primaria : etapa pUloto, informe final
Buenos Aires : Centro de Investigaciones Educativas, 1979 31 p.

PROJECT NO: 3-P-78-0123

lang: ESPA date: 1979
isn: 69652 atype: MONO astat: COMPL statc: RCMPL subcod: EDU
location: ARCHIV 373.2(8) F 51
MFICHE BOGFC IDRC-Lib-69652

Flip, J. Schiefelbein, E.
Efecto de la educación preescolar en el rendimiento de primer grado de primaria : el estudio UMBRAL en Argentina, Bolivia, Colombia y Chile
Revista Latinoamericana de estudios educativos
MExico : v. 12, no. 1 p. 10-39 1982
Fotocopia.

PROJECT NO: 3-P-78-0123

lang: ESPA date: 1982
isn: 69653 atype: MONO astat: COMPL statc: RCMPL subcod: EDU
location: ARCHIV 373.2(8) F 5
MFICHE BOGFC IDRC-Lib-69653

Subirats F., J. Pinto, H. Vargas, A.
Estudios de umbral en educación pre-escolar y primaria en AmErica Latina : tercer informe del proyecto umbral en Bolivia; investigación 1979
La Paz : Centro Boliviano de Investigación y Acción Educativas, 1980 73 p. : il.

PROJECT NO: 3-P-78-0123

lang: ESPA date: 1980
isn: 69662 atype: MONO astat: COMPL statc: RCMPL subcod: EDU
location: ARCHIV 373.2(84) S 8
MFICHE BOGFC IDRC-Lib-69662

PROJECT PROFILES

TEACHER EFFECTIVENESS 3-P-79-0015

Recipient Institution(s): NJALA UNIVERSITY COLLEGE, Private Mail Bag, Freetown, Sierra Leone

Researcher(s) COLE, MAGNUS, DR.

Project Descriptors: /teacher training/ /teachers/ /evaluation/

Geographic Area Under Study: /Sierra Leone/

Completion Date: 1982

Pre-project Abstract: Sierra Leone has just emerged from a major analysis of its existing education system. In the final report of the education review and in the current National Development Plan it is clear that the teaching community will be expected to undertake a series of new tasks in community education centres. This cannot be done, however, until it is known how well the teachers are coping with their existing roles. The objectives of this project are to develop a set of criteria for evaluating teachers' performance and to produce information and new instruments for teachers' colleges which may be of direct use in improving teacher preparation and evaluation.

Post-project Abstract: In this project, researchers developed three instruments to collect data: an interview schedule, a classroom observation schedule, and a self-assessment schedule. Researchers randomly selected a group of teachers, college tutors, university students, lawyers, and other university personnel to recall and rate three classroom incidents as either harmful or helpful to learning. About 1,000 incidents were analyzed to compile 28 categories of teacher behaviours of which 11 were positive and 17 were negative. This survey was followed by an observational classroom study of three teachers. The teachers wrote self-assessment reports of critical incidents. This was followed by an interview with a researcher to analyze their behaviour. This observation study proved that at the primary classroom level, the recalled incidents did exist. In general, there were no significant discrepancies between the survey and the observational studies. Work was not undertaken to analyze teacher interactions with students nor the impact of effective and ineffective teachers on pupil's learning.

PROJECT PROFILES

COMPARATIVE TEACHING STRATEGIES 3-P-80-0008

Recipient Institution(s): UNIVERSITY OF BENIN, P.M.B. 1154, Benin City, Nigeria

Researcher(s) MADIKE, F.U., DR.

Project Descriptors: /teacher training/ /training methods/ /comparative analysis/

Geographic Area Under Study: /Nigeria/

Completion Date: 1987

Pre-project Abstract: In the area of teacher effectiveness studies, two questions are particularly important: What teaching behaviours should be taught to young teachers? And what methods should be used to teach them? The project will examine and compare the efficacy of university and teacher training college programs in Nigeria and study the effectiveness of one particular method of teacher training, microteaching, a method that involves the video-taping of teachers practicing specific skills before a small group of pupils.

Post-project Abstract: Researchers conducted a comparative classroom experiment to assess the effectiveness of university graduate teachers and National Certification of Education (NCE) college graduates. Their effectiveness was measured by student scores in English language lessons. Twelve university graduate teachers and 24 NCE teachers were randomly assigned to three secondary schools in Benin City. Within the NCE teacher sample, 12 were also given training in the specific teaching skill, micro-teaching. A total of 576 students were included in the study population. Four classroom sessions with each teacher were videotaped to analyze behaviour and student response. Researchers concluded that there was no difference between university-trained teachers and NCE teachers in generating student participation in the classroom. However, in terms of student achievement, the NCE teachers trained in micro-teaching were superior to the others. In January 1982, the principal researchers conducted a seminar in Penang, Malaysia for participants from Asia, Africa, and Latin America on micro-teaching methodology.

Bibliographic Information:

Madike, F.U.
Teacher qualifications and student learning outcomes : an experimental comparison of the effects of the preparation of middle and university graduate teachers
Benin City : University of Benin, 1982? 254 p.

PROJECT NO: 3-P-80-0008

lang: ENGL date: 1982? isn: 18335 statc: RCMPL
location: ARCHIV 371.38 M 3
MFICHE IDRC-Lib-18335

PROJECT PROFILES

EXPERIMENTAL IN-SERVICE TEACHER TRAINING - Phase I - 3-P-80-0038

Recipient Institution(s): CENTRO DE INVESTIGACIONES EDUCATIVAS (CIE), Zabala 2677, 1426 Buenos Aires, Argentina

Researcher(s) BATTALAN, GRACIELA, SRA.

Recipient Institution(s): ACADEMIA DE HUMANISMO CRISTIANO PROGRAMA INTERDISCIPLINARIO DE INVESTIGACIONES EN EDUCACION (PIIE), Luis Videla Herrera 2360, Santiago 9, Chile

Researcher(s) VERA, RODRIGO, SR.,

Project Descriptors: /teacher training/ /training methods/

Geographic Area Under Study: /Latin America/ /Chile/ /Argentina/

Completion Date: 1982

Pre-project Abstract: The "effective" teacher plays an important role in educational reform and in the achievements of the pupils. But the question of what characterizes an effective teacher and how such a teacher can be efficiently trained continues to puzzle researchers. In Latin American societies, teacher training efforts are often highly academic and unrelated to the needs of the teacher, the pupil, or the community. The purpose of the project is to develop, within participative workshops, new teacher training methods to improve teaching skills and the teachers' awareness of their developmental role in classroom and community.

Bibliographic Information:

Vera, R. Hevia, R. Magendzo, S.
Taller de educadores : un metodo de perfeccionamiento docente para el analisis y transformacion de las practicas educativas Segundo borrador
Santiago : PIIE, 1982 2 v.

PROJECT NO: 3-P-80-0038

lang: ESPA date: 1982 isn: 67748 statc: RCMPL
location: ARCHIV 371.213 V 4
MFICHE IDRC-Lib-67748

Batallan, G. Reymundo, O. De Carli, G.
Informe de investigacion / Talleres de Educadores
Buenos Aires : Centro de Investigaciones Educativas, 1982 3v.

PROJECT NO: 3-P-80-0038

lang: ESPA date: 1982 isn: 68921 statc: RCMPL
location: ARCHIV 371.13 B 3
MFICHE IDRC-Lib-68921

PROJECT PROFILES

QUALITY OR RURAL PRIMARY SCHOOLING 3-P-80-0051

Recipient Institution(s): OFFICE OF THE NATIONAL EDUCATION COMMISSION (NEC), SUKHOTHAI ROAD, BANGKOK 3, THAILAND

Researcher(s): CHANTAVANICH, SUPANG, Dr

Project Descriptors: /primary education/ /quality of education/ /evaluation/ /primary schools/ /rural schools/ /school environment/ /school-community relationships/

Geographic Area Under Study: /Thailand/

Completion Date: 1984

Pre-project Abstract: The efficiency and effectiveness of schooling are particularly important in more disadvantaged areas where the school has the role of transmitter of national culture and the teacher is also a "change agent." This project will determine the quality of primary schools in relation to the environmental characteristics of rural Thailand and interaction of teachers and pupils. It will also examine in detail the processes of teaching and learning and the interactions between the school and the community.

Post-project Abstract: Researchers selected four schools in two provinces to make classroom and school observations; survey villagers' socioeconomic status; and interview principals, teachers, students, parents, and other village members. It was found that the quality of education was judged solely on the students' cognitive achievements. Researchers identified and assessed factors affecting the quality of education. They concluded that the poor quality of education found in the schools was due to a combination of factors: inefficient school administration; ineffective and inefficient headmasters and teachers; inadequate mechanisms by which to evaluate the teaching-learning process; and little interest in formal education on the part of teachers, students, and the community. Researchers noted discrepencies between the actual and expected quality of rural primary education as well as differences in the farming community's expectations of education and those of the Ministry of Education. Researchers designed a draft training program in qualitative research methods for use by the National Education Commission. Research findings were presented at the International Congress of Anthropological and Ethnographic Sciences in Canada in 1983.

Bibliographic Information:

Thailand. Office of the National Education Commission, Bangkok
Quality of primary schooling in rural Thailand
Bangkok : Office of National Education Commission, 1980
97 p.

PROJECT NO: 3-P-80-0051

lang: THAI date: 1980 isn: 65360 statc: RCMPL
location: ARCHIV 373.3(593-22) N 3
MFICHE IDRC-Lib-65360

Supang Chantavanich
Quality of rural primary schooling in Thailand
Bangkok? : Office of the National Education Commission, National Institute of Development Administration, 1983 168 p.

PROJECT NO: 3-P-80-0051

lang: ENGL date: 1983 isn: 74202 statc: RCMPL
location: ARCHIV 373.3(593-22) S 8
MFICHE IDRC-Lib-74202

PROJECT PROFILES

SCHOOL AND COMMUNITY IN LATIN AMERICA 3-P-80-0074

Recipient Institution(s): CENTRO DE INVESTIGACIONES DE LA UNIVERSIDAD PEDAGOGICA, Avenida 46 No. 15-99, Apartado Aereo 059530, Bogota, Colombia
Researcher(s): de Tezanos, Aracilli, Ms.

Recipient Institution(s): CENTRO BOLIVIANO DE INVESTIGACION Y ACCION EDUCATIVAS, Casilla 1479, La Paz, Bolivia
Researcher(s): Balderramade Crespo, Maritza, Dr.

Recipient Institution(s): MINISTERIO DE EDUCACION, Edificio Sede, Piso 15, Caracas 101, Venezuela
Researcher(s): HERNANDEZ, IRMA, Ms.

Project Descriptors: /educational systems/ /teaching/ /learning/ /teacher status/ /primary schools/ /school-community relationships/

Geographic Area Under Study: /Colombia/ /Bolivia/ /Venezuela/

Completion Date: 1983

Pre-project Abstract: The complex relationships between the student, the classroom, and the community are beginning to be recognized as a key issue in attempts to improve the quality of education -- in particular the possible effects of teachers on pupils' successes and failures. To examine these effects adequately, long-term, intensive observations of the school and the community are required. This project will study teacher qualifications; the availability of resources and teaching aids; the economic, social, linguistic characteristics, beliefs, and values of the community; and the actual roles of schoolteachers in Colombia, Bolivia, and Venezuela.

Post-project Abstract: Researchers selected four urban schools in Bolivia; five schools in Colombia; and five schools in Venezuela to observe classroom activities, routines, and pupil-teacher interaction. They interviewed parents, teachers, students, community leaders, and street vendors to examine their views on education and the role of schools. They also assessed the reasons for school failure. The main issues identified by researchers were: different languages spoken at home and at school; ambiguities in defining education; and the effect of teaching style on student achievement. School failures in the cases studies were traced to teachers and teaching conditions. Researchers recommended better teaching material, guidelines, and practical techniques for teacher training programs. Studies continued for the Bolivian component under "School and Community" - Phase II" (3-P-82-0046) and for the Colombian

Post-project Abstract: Researchers selected four urban schools in Bolivia; five schools in Colombia; and five schools in Venezuela to observe classroom activities, routines, and pupil-teacher interaction. They interviewed parents, teachers, students, community leaders, and street vendors to examine their views on education and the role of schools. They also assessed the reasons for school failure. The main issues identified by researchers were: different languages spoken at home and at school; ambiguities in defining education; and the effect of teaching style on student achievement. School failures in the cases studies were traced to teachers and teaching conditions. Researchers recommended better teaching material, guidelines, and practical techniques for teacher training programs. Studies continued for the Bolivian component under "School and Community" - Phase II" (3-P-82-0046) and for the Colombian component under "The Quality of Teacher Training (Colombia)" (3-P-82-0075).

Bibliographic Information:

Tezanos, A. de Munoz, G. Romero, E.
Escuela y comunidad : un problema de sentido
Bogota : Universidad Pedagogica Nacional, Centro de Investigaciones, 1983
240 p. : il.

PROJECT NO: 3-P-82-0075

PROJECT NO: 3-P-80-0074

lang: ESPA date: 1983 isn: 56918 statc: RCMPL
location: ARCHIV 373.3(86) T 4
MFICHE IDRC-Lib-56918

Hurtado Tirado, L.
Incidencia del maestro en el rendimiento de los alumnos traducido en exito y fracaso escolar : informe final
Caracas : Ministerio de Educacion, Oficina Sectorial de Planificacion y Presupuesto, 1983 117 p.

PROJECT NO: 3-P-80-0074

lang: ESPA date: 1983 isn: 70242 statc: RCMPL
location: ARCHIV 371.12 H 8
MFICHE IDRC-Lib-70242

Avalos, B.
Teaching children of the poor : an ethnographic study in Latin America
Ottawa, Ont. : IDRC, 1986 175 p. : ill.
IDRC-253E

PROJECT NO: 3-P-80-0074

PROJECT NO: 3-P-81-0230

PROJECT NO: 3-P-82-0046

PROJECT NO: 3-P-82-0075

PROJECT NO: 3-P-82-0181

lang: ENGL abst FRAN ESPA date: 1986 isbn: 0-88936-484-2
isn: 70434 statc: RCMPL
location: ARCHIV CIRC SING BOGOTA 373.3(8) A 9
MFICHE IDRC-253e

PROJECT PROFILES

BUILDING CAPACITY IN CLASSROOM RESEARCH 3-P-80-0075

Recipient Institution(s): ONTARIO INSTITUTE FOR STUDIES IN EDUCATION (OISE), 252 Bloor St. West, Toronto, Ont. Canada M5S 1V6

Researcher(s): RYAN, DORIS, DR.

Project Descriptors: /teaching methods/ /educational research/ /school environment/ /teaching/ /learning/ /teacher training/ /quality of education/

Geographic Area Under Study: /Global/

Completion Date: 1984

Pre-project Abstract: Research into classroom activities and interactions is now recognized as a prerequisite for the analysis of educational quality and the improvement of teaching practice. There is a need to know why children fail, what methods appear effective, and how pupil attitudes toward work and school are formed. This project will enable the IEA (International Association for the Evaluation of Education Achievement) to determine the link between teaching practice and classroom environment and educational outcomes, recommend teaching methods, develop teacher education programs, and evaluate new teaching practices.

Post-project Abstract: This project established a small centre at the Ontario Institute for Studies in Education (Toronto, Canada) to coordinate international educational research undertaken by the International Association for the Evaluation of Educational Achievement (IEA). This research involved cooperative activities by about 20 countries to study the link between classroom processes, and student achievement and attitudes. Each country designated one person as a national research coordinator. The coordinators attended meetings to identify common research design features and instruments. The research instruments included descriptive reports; teacher and student questionnaires; and classroom observations. Instructional manuals were prepared and distributed as well as documents relating to data processing and analysis. Guidelines were established for sampling and construction of cognitive tests. The project leaders visited participating countries in Southeast Asia to provide technical assistance, and to maintain communication between these teams and the coordinating centre in Toronto. A meeting was held in South Carolina to coordinate final data analyses and results were presented in Singapore in August 1984.

Bibliographic Information:

Ryan, D.W.

Final report / Capacity Building in Research
(IEA Coordinating Centre for the Classroom Environment Study : Teaching for Learning)
Toronto, Ont. : OISE?, 1980? 6 p.

PROJECT NO: 3-P-80-0075

lang: ENGL date: 1980? isn: 67111 statc: RCMPL
location: ARCHIV 370.001.5 R 9
MFICHE IDRC-Lib-67111

International Association for the Evaluation of Educational Achievement, Stockholm

Classroom environment study : teaching for learning
Toronto, Ont. : Ontario Institute for Studies in Education, 1980
Library has: v. 1
IEA(CE-ONT)/A/100
Contents: v. 1, Manual for national centres - correlational study.

PROJECT NO: 3-P-80-0075

lang: ENGL date: 1980 isn: 72071 statc: RCMPL
location: ARCHIV 370.001.5 I 52
MFICHE IDRC-Lib-72071

PROJECT PROFILES

INSTRUCTIONAL IMPROVEMENT IN PRIMARY SCHOOLS 3-P-80-0149

Recipient Institution(s): RESEARCH CENTRE FOR EDUCATIONAL INNOVATION AND DEVELOPMENT (CERID), TRIBHUVAN UNIVERSITY, Kathmandu, Nepal

Project Descriptors: /primary education/ - /teacher training/ /teaching methods/ /teaching aids/ /parents/ /attitudes/

Geographic Area Under Study: /Nepal/

Completion Date: 1986

Pre-project Abstract: In order to improve Nepal's basic education system, it is necessary to understand more fully the educational process in rural primary schools and then develop methods to help teachers contribute more directly to the improvement of educational quality. This project will develop programs to train primary school teachers in improved teaching methods, orient parents to techniques of encouraging and facilitating pupil learning at home, and evaluate the impact of these materials and techniques on pupil achievement.

Post-project Abstract: Researchers focused on teacher preparation, parental support, and production of instructional materials in four schools in Lahachok and three in Thilla-Sabaila. Two more schools served as controls. In each site, two field workers evaluated teaching methods, use of instructional materials, and pupil participation. Class size and teacher qualifications were also assessed. Instructional materials, including classroom instruction manuals, workbooks, supplementary readings, posters, and pictorial booklets, were developed. Meetings, suitable literature, and regular contact with researchers were provided for parents; and teachers held discussions and monthly meetings to analyze any problems. Demonstration classes were also conducted by project staff. Analysis showed a change in teacher opinion toward accepting new techniques, as well as a high rate of use and positive response to instructional materials. In general, project schools had better academic results than control schools. Data also showed that student dropout rates had decreased.

Bibliographic Information:

Instructional improvement in primary schools
Lazimpat, Kathmandu : Tribhuvan University, Research Centre for Educational Innovation and Development, 1986 v.1 (various pagings)

PROJECT NO: 3-P-80-0149

date: 1986 isn: 18390 statc: INPRO
location:

PROJECT PROFILES

NONTRADITIONAL ROLES OF TEACHERS - PHASE II 3-P-80-0150

Recipient Institution(s): REGIONAL CENTRE FOR EDUCATIONAL INNOVATION AND TECHNOLOGY (INNOTECH), UNIVERSITY OF THE PHILIPPINES, Diliman, Quezon City, Philippines

Project Descriptors: /teacher training/ - /evaluation/ /programmed instruction/

Geographic Area Under Study: /South East Asia/

Completion Date: 1986

Pre-project Abstract: Educational innovations are often rendered ineffective when disseminated by teachers who have been trained in traditional ways. The overall objective of this project is to develop new ways to change teachers' methods and attitudes to help them meet new demands on their services. Phase I developed modular, self-instructional teacher preparation packages (TPPs), and preliminary results indicate that they are an effective means of training. Phase II will evaluate the training packages more rigorously and determine the costs involved in utilizing these packages in various kinds of training programs.

Post-project Abstract: In this phase, researchers visited the five participating countries to evaluate the Teacher Preparation Packages (TPPs) for effectiveness, coverage, and cost. They also assessed existing educational policies relative to non-traditional roles (NTRs) of teachers, TPP production and use, and teacher training. It was noted that the extent of dissemination and utilization of the TPPs and Teacher Improvement Packages (TIPs) varied from country to country. There was also evidence that NTR concepts and products (TPPs) were being used in ways other than those for which they were originally intended. Researchers concluded that the TPPs could serve as major training packages or resource materials for innovative educational programs. Furthermore, partial findings indicated that TPPs are also useful in training teachers in conventional programs. Recommendations included studies on the use of effective educational innovations; strategies to monitor implementation of research results and to ensure commitments from countries interested in educational innovations; improving regional teacher education; and the establishment of links with other educational organizations.

Bibliographic Information:

Teacher Preperation Package (TPP) : bilingual education
Quezon City : NTR, 1980 177 p.

PROJECT NO: 3-P-80-0150

date: 1980 isn: 18392 statc: INPRO
location:

Post-project evaluation of NTR (non-traditional roles of teachers)
Quezon City : SEAMEO, Regional Centre for Educational Innovation and Technology, 1986 1 v. (various pagings)

PROJECT NO: 3-P-80-0150

date: 1986 isn: 18402 statc: INPRO
location:

PROJECT PROFILES

EXPERIMENTAL COMMUNICATION OF RESEARCH RESULTS 3-P-80-0151

Recipient Institution(s): CENTRO DE INVESTIGACION Y DESARROLLO DE LA EDUCACION (CIDE), Casilla 13608, Santiago 1, Chile

Researcher(s) FILP, JOHANNA, DR.

Project Descriptors: /teaching methods/ /educational research/ /research results/ /communication/ /teachers/

Geographic Area Under Study: /Chile/

Completion Date: 1982

Pre-project Abstract: Many findings derived from education research do not reach the final users -- parents, the community, teachers, and principals -- on whom educational change and innovation depend. This project will evaluate a method by which results and recommendations of educational research can be effectively communicated to teachers. It will discuss the results of previous research with preschool and grade-one teachers and promote the teachers' understanding of factors related to access to schools and achievement among children of differing social classes. Appropriate changes will be encouraged and the ways used to communicate research findings to the teachers will be evaluated.

Post-project Abstract: Researchers conducted two workshops for primary school teachers to disseminate information from a previous project (Umbral study 3-P-78-0123). It had assessed children's transition from pre-school to primary school education. Material was prepared and those who had participated in that study were invited to the workshops. A total of 16 teachers attended the first workshop. Two questionnaires were given to monitor changes in their perceptions and understanding of student failure and achievement. Researchers also observed the classroom behaviour of five teachers for about 50 minutes each. The second workshop included 33 participants from a more diverse population. While there were no significant changes in teacher behaviour, researchers concluded that teachers had a better understanding of their role in student failure and the parent's role in a child's education. Recommendations for other workshops were made and areas for further study were identified.

Bibliographic Information:

Filp, J. Cardemil, C. Donoso, S.
Comunicacion experimental de resultados de investigacion educativa en talleres con profesores Rol de resultados de investigacion educacional en el desarrollo de profesores : un taller experimental
Santiago : CIDE, 1982 203 p. : il.
Centro de Investigacion y Desarrollo de la Educacion,
Documentos de trabajo / Centro de Investigacion y Desarrollo de la Educacion 6/82

PROJECT NO: 3-P-80-0151

lang: ESPA date: 1982 isn: 48421 statc: RCMPL
location: ARCHIV CIRC 370(83) C 4 no. 06/82
MFICHE IDRC-Lib-48421

PROJECT PROFILES

CLASSROOM ENVIRONMENT AND STUDENT ACHIEVEMENT 3-P-81-0032

Recipient Institution(s): DEPARTMENT OF TEACHER EDUCATION, MINISTRY OF EDUCATION, Bangkok, Thailand

Researcher(s) NITSAIKSOOK, MALEE, DR.

Project Descriptors: /teaching methods/ /school environment/ /teacher training/ /student behaviour/

Geographic Area Under Study: /Thailand/

Completion Date: 1987

Pre-project Abstract: The question of what kinds of teaching methods and types of classroom environments have an impact on the achievement of students will be addressed in this project. Funds will be provided to the Department of Teacher Education in Thailand, to enable Thailand to participate in a systematic and representative way in an 18-nation study of classroom environment and teacher training. Researchers will determine, within each major area of Thailand, the relationships between aspects of teaching practice and classroom environment, and educational outcomes, such as student achievement and attitudes. Teacher education programmes will be designed to instruct teachers in improved teaching methods.

Post-project Abstract: This project consisted of a classroom environment study and a primary school in-service teacher training program. In the first part of the project, researchers observed 78 grade 5 math classes to collect teaching and learning data. Surveys assessed teacher/student attitudes, behaviour, and background. Math tests at the beginning and end of the study period of one school year were administered to measure progress. Analysis showed that over half the teachers were insufficiently trained to teach math. Factors influencing student performance and weaknesses in teaching were identified. A total of 97 teachers (48 controls) and 2,430 students (1,194 controls) participated in a study to determine the effect of a one week in-service teacher training program. Results showed that the training program positively influenced teacher behaviour. Students in turn showed higher levels of cognitive achievement and mental involvement. Recommendations for improved teacher training were made.

Bibliographic Information::

Malee Nitsaisook
Report of primary school in-service teacher training in Thailand : an experiment (Classroom Environment Study : Phase II)
s.l. : Ministry of Education?, 1987 138 p.

PROJECT NO: 3-P-81-0032

lang: ENGL date: 1987 isn: 1775 statc: RCMPL
location: ARCHIV 371.13(593) M 3
MFICHE IDRC-Lib-01775

Classroom enviroment study : phase 1 ; Thailand
Bangkok : Dept. of Teacher Education, Ministry of Education, 1985, 112 p.

PROJECT NO: 3-P-81-0032

date: 1985 isn: 18541 statc: INPRO
location:

PROJECT PROFILES

CLASSROOM ENVIRONMENT AND STUDENT ACHIEVEMENT
3-P-81-0067

Recipient Institution(s): UNIVERSITY OF IBADAN, INSTITUTE OF EDUCATION, Ibadan, Nigeria

Researcher(s): YOLOYE, E.A., DR.

Project Descriptors: /teaching methods/ /school environment/ /teacher training/ /student behaviour/

Geographic Area Under Study: /Nigeria/

Completion Date: 1986

Pre-project Abstract: The question of what kinds of teaching methods and types of classroom environments have an impact on the achievement of students will be addressed in this project. Funds will be provided to the University of Ibadan in Nigeria, to enable Nigeria to participate in a systematic and representative way in an 18-nation study of classroom environment and teacher training. Researchers will determine within one representative Nigerian state, the relationships between aspects of teaching practice and classroom environment, and educational outcomes, such as student achievement and attitudes. Teacher education programs will be designed to instruct teachers in improved teaching methods.

Post-project Abstract: In this project, a sample of schools was observed to gather information on teacher-pupil interactions in the class, and on teaching materials and methods. Thirty-two schools in four areas of Oyo State made up the sample. A mathematics achievement test was developed as a research instrument and eight common mathematics topics were identified for the test. All schools were given a pre-test and initial teacher and student questionnaires. Classroom observations began in May 1982 and were completed in June 1982. Final teacher and student questionnaires, and a post-test were administered. Data was compiled regarding student background, aspirations, and attitudes to school and mathematics. Teachers were also surveyed for information on age, sex, teacher experience, certification, and professional training. Within the final report, comparisons were drawn between Nigeria and other countries.

Bibliographic Information:

Chacko, I.
Classroom environment study : report on Nigeria
Ibadan : University of Ibadan, 1982 116 p.

PROJECT NO: 3-P-81-0067

lang: ENGL date: 1982 isn: 74204 statc: RCMPL
location: ARCHIV 371.21(669) C 48
MFICHE IDRC-Lib-74204

PROJECT PROFILES

STATUS OF PRIMARY SCHOOL TEACHERS 3-P-81-0076

Recipient Institution(s): AIN SHAMS UNIVERSITY, FACULTY OF EDUCATION, Heliopolis, Roxy, Cairo, Egypt

Researcher(s): ABDEL-GHAFFAR, A.S., DR.

Project Descriptors: /teacher training/ /teachers/ /qualifications/ /primary education/

Geographic Area Under Study: /Egypt/

Completion Date: 1983

Pre-project Abstract: The Arab Republic of Egypt wishes to achieve universal primary education by the year 1990. The primary school teacher is the decisive factor in achieving the individual and national goals of universal education. Equating level of training with competence, the Ministry of Education in Egypt has increased the certification necessary to become a primary-school teacher. In order to upgrade practicing teachers, the Ministry is launching a massive 10-year upgrading and certification program. The purpose of this project is to carry out the research needed to complete the first stage of this program; that is, to evaluate the present status of primary teachers already at work in Egypt. Researchers will gather baseline data on the qualifications, skills, attitudes,opinions, and perceived needs of Egypt's primary school teachers.

Post-project Abstract: Researchers selected 1,039 primary school teachers as a study sample from 72 schools in six governates. Study methodology included a literature review and the use of three survey instruments involving classroom observations to measure nine areas of teaching competency. It was found that the overall level of teacher competency ranged from weak to moderate. Competency levels based on sex, qualifications, governates, and environment were also assessed. Researchers concluded that primary school teachers were restricted by regulations and focused mainly on acquisition of information. There was also a large discrepancy between desired educational objectives and actual practice. Based on project findings and recommendations, the Ministry of Education implemented the Program for Upgrading Primary School Teachers. Between1983-1985 about 15,000 teachers enrolled in the program. It was expected that by 1992, all of Egypt's 143,000 primary school teachers would complete the course.

Bibliographic Information:

Ghaffar, A.S.A.
Status of primary school teachers (Egypt), Cairo, 1982
Cairo : Ain Shams University, 1982 167 p.

PROJECT NO: 3-P-81-0076

lang: ENGL date: 1982 isn: 51047 statc: RCMPL
location: ARCHIV 371.12(621) G 4
MFICHE IDRC-Lib-51047

Status of primary school teachers (Egypt) Cairo, 1982
Cairo : Ain-Shams University, Faculty of Education, 1982 187 p.

PROJECT NO: 3-P-81-0076

lang: ENGL date: 1982 isn: 65013 statc: UNCAT
location:

PROJECT PROFILES

COLLABORATIVE RESEARCH IN SECONDARY EDUCATION - Phase I
3-P-81-0184

Recipient Institution(s): MILTON MARGAI TEACHERS COLLEGE, Kingharwan Road, Brookfields, Freetown, Sierra Leone

Researcher(s) WRIGHT, CREAM, DR.

Project Descriptors: /educational innovations/ /educational research/ /secondary education/ /teacher training/

Geographic Area Under Study: /Sierra Leone/

Completion Date: 1987

Pre-project Abstract: A frequent criticism of much educational research is that it is divorced from the everyday reality of the classroom and the school. An alternative style of educational research is a collaborative one - where the researcher and the subjects of the research (teachers, pupils, administrators) share equally in the research effort. The objectives of this project reflect the research goals of the Centre for Research into the Education of Secondary Teachers (CREST): to increase the educational research capacity in Sierra Leone; to develop a more participatory research approach; and to bridge the gap between educational research and practice. These goals will be achieved through the implementation of twelve constituent research projects, each dealing with different aspects of educational efficiency, effectiveness, and relevance; and each focused within a small sample of secondary schools.

Post-project Abstract: Researchers developed and implemented a new research strategy to cope with problems in secondary education. It involved collaboration between researchers and teachers, action relevant to education concerns, and an emphasis on qualitative methodology. An assessment of seven disciplines and three interdisciplinary issues showed the importance of adequate resources and effective program implementation. Poor quality programs were linked to inefficient organization and resource use. Unrealistic education policies, factors affecting education quality, and resource and facility allocation were noted. Researchers concluded that professional and personal development of teachers was a top priority. Continued assistance through training, provision of supplies, and syllabus/design revision were recommended. This research strategy resulted in more equipment and materials for schools; enhanced co-operation between the government and teachers; and led to greater involvement of classroom teachers in the research process.

Bibliographic Information:

Wright, C.A.H.
Qualitative aspects of secondary education in Sierra Leone : final report
Freetown : Centre for Research into the Education of Secondary Teachers, Milton Margai Teachers College, 1985 138 p.
CREST occasional research publication series no. 1

PROJECT NO: 3-P-81-0184

lang: ENGL date: 1985 isn: 65287 statc: RCMPL
location: ARCHIV 373.5(664) W 7
MFICHE IDRC-Lib-65287

Wright, C.A.H.
Reflection on collaborative action research in education(CARE) : the Sierra Leone experience; final report
Freetown : Centre for Research into the Education of Secondary Teachers, 1985 109 p.
CREST occasional research publication series no. 2
Part 2 of Final Report.

PROJECT NO: 3-P-81-0184

lang: ENGL date: 1985 isn: 65286 statc: RCMPL
location: ARCHIV 370.001.5(664) W 6
MFICHE IDRC-Lib-65286

PROJECT PROFILES

SCHOOL FAILURE IN CHILE 3-P-81-0230

Recipient Institution(s): ACADEMIA DE HUMANISMO CRISTIANO PROGRAMA INTERDISCIPLINARIO DE INVESTIGACION EN EDUCACION, Brown Sur 247, Nunoa, Santiago, Chile

Researcher(s): LOPEZ, GABRIELA

Project Descriptors: /primary education/ /school environment/ /educational output/

Geographic Area Under Study: /Chile/

Completion Date: 1983

Pre-project Abstract: It is a simple fact that many children of poor families in the developing world do not finish primary school. The general objective of this project is to study the learning environment of selected Chilean primary schools in order to discover what factors within the school system contribute to the success or failure of pupils as assessed by the formal requirements of the educational bureaucracy. Specifically the project will explore the meaning given to educational success and failure; and describe interaction processes between teachers and pupils, the behaviours of children who are considered to be "failures", and the relationship between administrators and teachers. The analyses will be carried out comparatively across both public and tuition-free private schools.

Bibliographic Information:

Lopez, G. Assael, J. Neumann, E.
Cultura escolar : responsable del fracaso? estudio etnografico en dos escuelas urbano-populares
Santiago : PIIE, 1984 400 p.

PROJECT NO: 3-P-81-0230

lang: ESPA date: 1984 isn: 68911 statc: RCMPL
location: ARCHIV 373.3(83) L 6
MFICHE IDRC-Lib-68911

Avalos, B.
Teaching children of the poor : an ethnographic study in Latin America
Ottawa, Ont. : IDRC, 1986 175 p. : ill.
IDRC-253E

PROJECT NO: 3-P-80-0074

PROJECT NO: 3-P-81-0230

PROJECT NO: 3-P-82-0046

PROJECT NO: 3-P-82-0075

PROJECT NO: 3-P-82-0181

lang: ENGL abst FRAN ESPA date: 1986 isbn: 0-88936-484-2
isn: 70434 statc: RCMPL
location: ARCHIV CIRC SING BOGOTA 373.3(8) A 9
MFICHE IDRC-253e

PROJECT PROFILES

SCHOOL AND COMMUNITY - Phase II 3-P-82-0046

Recipient Institution(s): CENTRO BOLIVIANO DE INVESTIGACION Y ACCION EDUCATIVAS (CEBIAE), Casilla 1479, La Paz, Bolivia

Researcher(s): BALDERRAMA DE CRESPO, MARITZA, DR.

Project Descriptors: /school-community relationships/ /teaching/ /learning/ /teacher-student relationships/

Geographic Area Under Study: /Bolivia/

Completion Date: 1984

Pre-project Abstract: The overall objective of this project has been to examine the teaching process and the effects of teaching upon student learning with particular focus on the problem of pupil failure. Research has been conducted in phase I of this project on the complex relationships which exist within and between the classroom and the home, and among teachers, pupils, and parents. The interface between school and community, and between teachers and their students has been examined in Bolivia. The objectives of phase II are to discover whether and how the school can create and extend the social and cultural well-being of its students; and to describe more fully the view of the school held by parents and teachers so that both groups can work together to make the school a centre for cultural development, social organization, and popular education.

Post-project Abstract: Researchers studied four schools in the communities of Pampahasi, La Portada, Villa Nuevos Horizontes and Tahuantisuyo. Researchers examined teacher qualifications, teacher-pupil ratio, daily routines, classroom discipline, and teaching methods. The communities had neighbourhood committees, clubs, and parent-teacher associations. Some schools offered literacy courses, talks to organizations, and teacher visits to homes to discuss pupil progress. Researchers noted that schools were seen as a place to learn and to provide a better future for children. Most Bolivian families lived in houses without basic services and because of low income, even young children worked. Also, children faced a language obstacle since many spoke Aymara and lessons were taught in Spanish. Researchers concluded that most teachers dealt poorly with pupils from such complex backgrounds. More work with teachers to become aware of their teaching methods and the possibility of change was recommended. This project participated in the "Latin American Qualitative Research Network" (3-P-82-0181).

Bibliographic Information:

Balderrama de Crespo, M. Saldias de Urzagasti, E. Nogales Taborga, I.
Escuela y comunidad : una propuesta hacia el cambio
La Paz : CEBIAE, 1984 186 p.
Estudios educativos no. 18

PROJECT NO: 3-P-82-0046

lang: ESPA date: 1984 isn: 67745 statc: RCMPL
location: ARCHIV 370.03(84) B 3
MFICHE IDRC-Lib-67745

Balderrama de Crespo, M.
Maestro : origen del cambio (la lectura de la realidad)
s.l. : s.n., 1984 138 p.

PROJECT NO: 3-P-82-0046

lang: ESPA date: 1984 isn: 69168 statc: RCMPL
location: ARCHIV 371.24(84) B 3
MFICHE IDRC-Lib-69168

Avalos, B.
Teaching children of the poor : an ethnographic study in Latin America
Ottawa, Ont. : IDRC, 1986 175 p. : ill.
IDRC-253E

PROJECT NO: 3-P-80-0074

PROJECT NO: 3-P-81-0230

PROJECT NO: 3-P-82-0046

PROJECT NO: 3-P-82-0075

PROJECT NO: 3-P-82-0181

lang: ENGL abst FRAN ESPA date: 1986 isbn: 0-88936-484-2 isn: 70434
statc: RCMPL
location: ARCHIV CIRC SING BOGOTA 373.3(8) A 9
MFICHE IDRC-253e

PROJECT PROFILES

TEACHER EFFICACY IN URBAN MARGINAL SCHOOLS
3-P-82-0067

Recipient Institution(s): CENTRO DE INVESTIGACION Y DESARROLLO DE LA EDUCACION (CIDE), Erasmo Escala 1825 - Casilla 13608, Santiago 1, Chile

Researcher(s): FILP, JOHANNA, Dr

Project Descriptors: /teacher-student relationships/ /teachers/ /attitudes/ /learning/ /teaching practice/

Geographic Area Under Study: /Chile/

Completion Date: 1983

Pre-project Abstract: Student failure continues to be a major problem within the educational systems of developing countries. Teachers' behaviours in the instructional and administrative control of the classroom can have serious repercussions on student outcomes. The general objective of this project is to identify the pattern of classroom practices, and attitudes and expectations toward student learning that distinguish effective teachers from those who are less effective, in 50 primary schools in marginal urban areas of Santiago, Chile. Specifically the project will identify and compare the attitudes toward student learning; study the relationship between teacher attitudes and expectations and actual teacher practices; examine students' perceptions of the classroom environment; and study the relationship between student academic performance and affective development.

PROJECT PROFILES

TEACHING AND LEARNING BIOLOGY 3-P-82-0074

Recipient Institution(s): KENYATTA UNIVERSITY, Nairobi, Kenya

Researcher(s) NAMUDDU, CATHERINE, DR.

Project Descriptors: /educational innovations/ /secondary education/ /teaching methods/ /biology/ /teacher training/ /project evaluation/

Geographic Area Under Study: /Kenya/

Completion Date: 1988

Pre-project Abstract: The educational system has been a major focus of post-independence development strategy in Kenya. The Government of Kenya is concerned with educational quality and therefore recognizes the priority of educational research focused on improvement in classroom teaching. This project will study classroom teaching and learning in secondary schools in Kenya focusing on one discipline, biology. It represents an innovative effort to draw teachers fully into the research process, thereby improving their performance through self-reflective participation. The project will develop, within participative workshops, new teacher training methods to improve teaching skills so as to improve teaching of biology in Kenyan schools.

Post-project Abstract: This project involved four teachers from four high schools who participated directly in the research process. Teacher collaboration involved interviews and data collection; seminar discussions and behaviour assessment based on classroom video and audio recordings; identification of teacher practices for improvement; and implementation of specific techniques to improve teaching strategies. Teachers and researchers met for a total of 20 one-day seminars during the project to compile data and discuss problems. Findings were presented to a group of teachers' colleagues in May 1985. Researchers considered inefficient organization of time and resources to be the most critical problem in teaching biology, and made recommendations to promote innovation and change in schools. Other areas of consideration in this project were: the link between school management and student achievement; availability and effect of more facilities and learning resources; teacher behaviour and student perceptions of learning; and leadership styles of heads of schools.

Bibliographic Information::

Namuddu, C.
Backbenchers as pacesetters : a small price for individualism
s.l. : s.n., 1988 60 p.
At head of title: Teaching and learning biology in Kenya.

PROJECT NO: 3-P-82-0074

lang: ENGL date: 1988 isn: 28157 statc: RCMPL
location: ARCHIV 371:574(676.2) N 3
MFICHE IDRC-Lib-28157

Namuddu, C.
Educating the elite : harmony and conflict
s.l. : s.n., 1988 75 p.
At head of title: Teaching and learning biology in Kenya.

PROJECT NO: 3-P-82-0074

lang: ENGL date: 1988 isn: 28161 statc: RCMPL
location: ARCHIV 373(676.2) N 3
MFICHE IDRC-Lib-28161

Namuddu, C.
Teacher participation in research for professional growth
s.l. : s.n., 1988 142 p.
At head of title: Teaching and learning biology in Kenya.

PROJECT NO: 3-P-82-0074
lang: ENGL date: 1988 isn: 28172 statc: RCMPL
location: ARCHIV 371.13:574(676.2) N 3
MFICHE IDRC-Lib-28172

Namuddu, C.
Managing school environments for learning
Nairobi : Kenyatta University, 1988 98 p.
At head of title: Teaching and learning biology in Kenya.

PROJECT NO: 3-P-82-0074

lang: ENGL date: 1988 isn:28779 statc:RCMPL
location: ARCHIV 373(676.2) N 31
MFICHE IDRC-Lib-28779

Bibliographic Information:

Namuddu, C.
Resources for learning
Nairobi : Kenyatta University, 1988 59 p.
At head of title: Teaching and learning biology in Kenya.

PROJECT NO: 3-P-82-0074
lang: ENGL date: 1988 isn:28780 statc:RCMPL
location: ARCHIV 371.67:574(676.2) N 3
MFICHE IDRC-Lib-28780

PROJECT PROFILES

THE QUALITY OF TEACHER TRAINING 3-P-82-0075

Recipient Institution(s): CENTRO DE INVESTIGACIONES UNIVERSIDAD PEDAGOGICA (CIUP), Bogota, Colombia

Researcher(s) ARACELY DE TEZANOS, MS.

Project Descriptors: /teacher training/ /teaching methods/ /quality of education/ /educational output/

Geographic Area Under Study: /Colombia/

Completion Date: 1984

Pre-project Abstract: Much research has been done on what makes a good teacher, but the knowledge gained from this research is often not put into practice. Most teachers are exposed to certain "good" pedagogical principles and teaching strategies in their training, but their teaching methods do not reflect this. The objective of this project is to describe the processes and characteristics of teacher training in Colombia, in an effort to examine the interplay between what is nominally taught in teacher training colleges and what is applied in the actual classroom situation. Results of this project will contribute to a better understanding of what role training colleges currently play and might later play in improving the quality of education.

Post-project Abstract: Researchers observed classrooms to assess the effectiveness of various teaching methods. They observed lessons and teacher-pupil interaction, particularly during question and answer sessions. The teachers' own beliefs and ideologies about their role in the success or failure of students were also examined. Researchers found that teaching methods tended to follow a rigid, stimulus-response pattern, with little opportunity for the pupil to be creative. This resulted in a lack of genuine participation by students in the learning process. There was a tendency to stress the authoritarian role of the teacher, the importance of neatness in schoolwork rather than content, and the need to follow rules. Researchers recommended that teachers consider the childrens' existing knowledge, culture, and situation and adhere to basic didactic methods for more relevant lessons. This project built on an earlier phase of work: "School and Community in Latin America (Colombia, Bolivia, Venezuela)" (3-P-80-0074). Also, work undertaken in this project fell under the umbrella of the "Latin American Qualitative Research Network" (3-P-82-0181).

Bibliographic Information:

Tezanos, Araceli de
Maestros artesanos intelectuales : estudio critico sobre suformacion
Bogota : Universidad Pedagogica Nacional , 1985 211 p.

PROJECT NO: 3-P-82-0075

lang: ESPA date: 1985 isn:18674 statc:RCMPL
location: ARCHIV 371.13 T 4
MFICHE IDRC-Lib-18674

Tezanos, A. de Munoz, G. Romero, E.
Escuela y comunidad : un problema de sentido
Bogota : Universidad Pedagogica Nacional, Centro de Investigaciones, 1983
240 p. : il.

PROJECT NO: 3-P-82-0075

PROJECT NO: 3-P-80-0074

lang: ESPA date: 1983 isn: 56918 statc: RCMPL
location: ARCHIV 373.3(86) T 4
MFICHE IDRC-Lib-56918

Avalos, B.
Teaching children of the poor : an ethnographic study in Latin America
Ottawa, Ont. : IDRC, 1986 175 p. : ill.
IDRC-253E

PROJECT NO: 3-P-82-0075

PROJECT NO: 3-P-82-0181

lang: ENGL abst FRAN ESPA date: 1986 isbn:0-88936-484-2
isn: 70434 statc: RCMPL
location: ARCHIV CIRC SING BOGOTA 373.3(8) A 9
MFICHE IDRC-253e

PROJECT PROFILES

EXPERIMENTAL IN-SERVICE TEACHER TRAINING - PHASE II 3-P-82-0133

Recipient Institution(s): ACADEMIA DE HUMANISMO CRISTIANO, PROGRAMA INTERDISCIPLINARIO DE INVESTIGACION EN EDUCACION (PIIE), Brown Sur 247, Nunoa, Santiago, Chile

Researcher(s) VERA, RODRIGO, MR.

Project Descriptors: /teacher training/ - /educational innovations/ /teaching methods/ /evaluation/

Geographic Area Under Study: /Chile/

Completion Date: 1984

Pre-project Abstract: Phase I of this project supported research in Chile and Argentina that sought to develop, within participative workshops, new teacher training methods to improve teaching skills and the teachers' awareness of their developmental role in classroom and community. Teacher workshops have been developed and implemented and have led to noticeable improvements in classroom practice. Phase II will provide funding for the Chilean project so that further work can be done in experimenting with these workshops among quite different populations of teachers and in defining more exactly the concept of "effectiveness" in classroom teaching. Further work will also be done on ways in which the teacher training workshops can be disseminated on a wider scale.

Bibliographic Information:

Vera, R.
Informe final / Formacion de Post-Grado para Profesores en Ejercicio
Santiago : PIIE, Academia de Humanismo Cristiano, 1983 114p.

PROJECT NO: 3-P-82-0133

lang: ESPA date: 1983 isn:74481 statc: RCMPL
location: ARCHIV 371.13 V 4
MFICHE IDRC-Lib-74481

PROJECT PROFILES

EVALUATION OF A TEACHER TRAINING INSTITUTE 3-P-82-0167

Recipient Institution(s): W.V.S. TUBMAN TEACHERS COLLEGE, UNIVERSITY OF LIBERIA, Monrovia, Liberia

Researcher(s) KOON, THOMAS G., DR.

Project Descriptors: /teacher training/ - /evaluation/ /teachers/ /colleges of education/ /curriculum/ /educational innovations/

Geographic Area Under Study: /Liberia/

Completion Date: 1985

Pre-project Abstract: Many developing countries have sought to answer the urgent need for adequately trained teachers in rural areas by designing a number of innovative training schemes, including in-service and specially-designed courses. In Liberia, two teacher training institutes have been established to conduct such programs, the Zorzor Institute and the Kakata Institute. Because of the potential importance of these institutes to the improvement of education in Liberia, and the costs of their operations, the government is concerned that the quality and impact of their work be evaluated. This project will assess the activities of the Zorzor Rural Teacher Training Institute and make recommendations to the Ministry of Education on the further development of teacher training in Liberia.

Post-project Abstract: This project examined the Zorzor Rural Teacher Training Institute (ZRTTI) in Liberia for program effectiveness. Students, principals, staff, and teachers (ZRTTI graduates and non-ZRTTI graduates) participated in the study and questionnaires were given to these groups. Data was collected on participant characteristics; perceptions about program quality; and the relationships between participant characteristics and aspects such as facilities, professional interest and level of job satisfaction. Eight hypotheses were also statistically tested to assess the relationships between program variables. Researchers recommended uniform class sizes among schools, guidelines for teaching material and equipment, and teacher training programs that were relevant to job requirements. Researchers also recommended that ZRTTI students should be made aware of the need for stability in their jobs.

Bibliographic Information:

Final report on the ZRTTI evaluation project
Monrovia : University of Liberia, 1986 161 p.

PROJECT NO: 3-P-82-0167

lang : ENGL date: 1986 isn: 18265 statc: INPRO
location:

PROJECT PROFILES

QUALITATIVE RESEARCH IN EDUCATION (LATIN AMERICA) 3-P-82-0181

Recipient Institution(s): INTERNATIONAL DEVELOPMENT RESEARCH CENTRE (IDRC), SOCIAL SCIENCES DIVISION, P.O. Box 8500, Ottawa, Ontario, Canada K1G 3H9

Project Descriptors: /educational research/ /research capacity/ /scientific cooperation/ /information exchange/ /research results/ /primary education/ /teacher training/

Geographic Area Under Study: /Latin America/

Pre-project Abstract: The large-scale expansion of primary education has been the focus of much attention in educational research and development activities in the last decade. Most research on this expansion has been quantitative in nature, for example, the counting of schools and teachers, etc. However, more attention is now being paid to the nature of the schooling process itself, that is the quality of education provided. In Latin America, this "qualitative" research has been the focus of an informal network of several institutions. The purpose of this project is to strengthen the ability of this network to develop further the theories, concepts, and methods associated with this research; to train young researchers; to publish and disseminate research findings; and to develop programs and policies for improved teacher training.

Post-project Abstract: This project assessed the progress of the Latin American Qualitative Research Network and its studies on primary schools and teachers. The network consisted of eight centres in six countries (Chile, Argentina, Bolivia, Uruguay, Colombia, Venezuela) and focused on education problems; the relation between research and practice; and the development of alternative research methods. Specific aspects of research methods in member projects were examined, as well as types of studies and their impact. A publication (Dialogando) was produced which included general network information, articles, and book reviews. Recommendations made for the network included continued local support; improved research literature distribution; specific training in research design and analysis; clearly defined topics for future projects; and more countries in the network. Exchanges with similar projects not funded by IDRC were suggested as well as the inclusion of teachers as part of the research team. More study directed to the academic and policy fields was also recommended.

Bibliographic Information:

Vera Godoy, R.
Resena de la historia de la Red Latinoamericana de Investigaciones Cualitativas en la Realidad Escolar
Santiago : s.n., 1986 1 v. (paginacion variada)

PROJECT NO: 3-P-82-0181

lang : ESPA date: 1986 isn:18722 statc: RCMPL
location: ARCHIV 370.001.5(8) V 4
MFICHE IDRC-Lib-18722

Tezanos, A. de
Red Latinoamericana de Investigacion Cualitativa sobre la Realidad Escolar : antecentes para una descripcion y sistematizacion del trabajo realizado, 1986 2 v. : il.

PROJECT NO: 3-P-82-0181

lang : ESPA date: 1986 isn:25931 statc: RCMPL
location: ARCHIV 370.001.5(8) T 4
MFICHE IDRC-Lib-25931

Avalos, B.
Teaching children of the poor : an ethnographic study in Latin America
Ottawa, Ont. : IDRC, 1986 175 p. : ill.
IDRC-253E

PROJECT NO: 3-P-82-0075

PROJECT NO: 3-P-82-0181

lang: ENGL abst FRAN ESPA date: 1986 isbn:0-88936-484-2
isn: 70434 statc: RCMPL
location: ARCHIV CIRC SING BOGOTA 373.3(8) A 9
MFICHE IDRC-253e

PROJECT PROFILES

TEACHERS' WORKSHOPS IN RESEARCH - PHASE I 3-P-83-0064

Recipient Institution(s): CENTRO DE INVESTIGACION Y EXPERIMENTACION PEDAGOGICA (CIEP), Jaime Cibils 2810, Montevideo, Uruguay

Researcher(s) APEZECHEA, HECTOR, MR.

Project Descriptors: /teacher training/ - /teaching/ /educational research/

Geographic Area Under Study: /Uruguay/

Completion Date: 1984

Pre-project Abstract: Because the Uruguayan government offers limited courses to train teachers, several private organizations have emerged to fill this void. Without doubt, one of the most important of these groups is the Centre for Pedagogic Research and Experimentation (CIEP). It is estimated that in the last 10 years CIEP has trained over 6000 teachers. CIEP wants its training role to be complemented with research activities in the area of teaching and teacher training. This project will provide CIEP with the opportunity to undertake research on the problems of Uruguayan classroom teaching. CIEP will train both its own staff and a core of teachers to conduct, disseminate, and evaluate educational research.

PROJECT PROFILES

ASSESSMENT OF EDUCATIONAL CURRICULUM ON SEXUAL STEREOTYPES
3-P-83-0071

Recipient Institution(s): CENTRO DE ESTUDIOS DE LA MUJER (CEM), Olleros 2554, P.B. (1426), Buenos Aires, Argentina

Researcher(s) BONDER, GLORIA, MS.

Project Descriptors: /teacher training/ /teachers/ /attitudes/ /socialization/ /curriculum/ /primary education/ /sex roles/

Geographic Area Under Study: /Argentina/

Completion Date: 1986

Pre-project Abstract: Socialization into sexual roles occurs through the family, the peer group, the school, and the mass media. Because the school has a strong socializing influence on children, it is important to consider the messages it transmits regarding sexual roles. This project will identify the attitudes and values of teachers regarding sexual roles and assess the extent to which they can be modified. Specifically, researchers will record the behaviour, perceptions, and attitudes of teachers regarding differences between the sexes; translate and adapt for use in Argentina an educational curriculum comprised of audiovisual modules dealing with sexual stereotypes and information regarding sexual differences; and apply experimentally this curriculum to the training of primary school teachers and assess its impact on the teachers' perceptions, attitudes and behaviour.

Bibliographic Information:

Bonder, G. Rodriguez Giles, E.
Estereotipos sexuales en la educacion primaria argentina : evaluacion de una experiencia de cambio con maestras primarias
s.l. : s.n., 1985 266 p.

PROJECT NO: 3-P-83-0071

lang: ESPA date: 1985 isn: 67052 statc: RCMPL
location: ARCHIV 371.12-055.2(82) B 6
MFICHE IDRC-Lib-67052

PROJECT PROFILES

TEACHER WORKSHOPS: THE WORLD OF THE CHILD 3-P-83-0092

Recipient Institution(s): FACULTAD LATINOAMERICANA DE CIENCIAS SOCIALES (FLACSO), Casilla 145, Sucursal 26, 1462, Buenos Aires, Argentina

Researcher(s) BATALLAN, GRACIELA, MS.

Project Descriptors: /teacher training/ /participatory research/ /teachers/ /social roles/ /teaching methods/ /curriculum/

Geographic Area Under Study: /Argentina/

Completion Date: 1986

Pre-project Abstract: The question of what characterizes an effective teacher and how such a teacher can be efficiently trained continues to puzzle researchers. In Latin America, teacher training efforts are often highly academic and unrelated to the needs of the teacher, the pupil, or the community. This project will become part of a network of IDRC-funded projects to develop, within participative workshops, new teacher training methods to improve teaching skills and the teachers' awareness of their developmental role in classroom and community. Research will focus on pupil perceptions of the school and their understanding of the world around them. It is hoped that through this research teachers will be assisted in altering their classroom roles and, ultimately, their teaching methods.

Post-project Abstract: Researchers in this study analyzed classroom activities, pupil behaviour, and teacher training processes. The project resulted in teacher training networks which have been widely used in private and municipal programs. The project also strengthened the recipient institution's interest in qualitative research and the researchers' skills. This project was part of the Latin American Qualitative Research Network (3-P-82-0181) which focused on primary school education and teachers in Chile, Argentina, Bolivia, Venezuela, Uruguay, and Colombia.

Bibliographic Information:

Batallan, G. Saleme, M. Garcia, J.F.
Taller de educadores : "El mundo del nino y el aprendizaje escolar : su incidencia en la reformulacion del rol docente"; informe final
Buenos Aires : FLACSO, 1986 145 p.

PROJECT NO: 3-P-83-0092
lang :ESPA date: 1986 isn:18086 statc: RCMPL

location: ARCHIV 371.213 B 31
MFICHE IDRC-Lib-18086

Amenta, C.
Docente y su realidad : ejercicio de investigacion
Buenos Aires : FLACSO, 1985 1 v. (paginacion variada)
Taller de Educadores Buenos Aires? marzo-dic. 1984, abr.-jun. 1985

PROJECT NO: 3-P-83-0092

lang :ESPA date: 1985 isn:18093 statc: RCMPL
location: ARCHIV 371.13(82) A 4
MFICHE IDRC-Lib-18093

Batallan, G.
Taller de educadores : "El mundo del nino y el aprendizaje escolar. Su incidencia en la reformulacion del rol docente"; informe de avance julio 1984
Buenos Aires : FLACSO, 1984 2 v.

PROJECT NO: 3-P-83-0092

lang: ESPA date: 1984 isn: 69706 statc: RCMPL
location: ARCHIV 371.213 B 3
MFICHE BOGFC IDRC-Lib-69706

PROJECT PROFILES

TEACHER WORKSHOPS: INSTRUCTIONAL STRATEGIES 3-P-83-0229

Recipient Institution(s): CENTRO ROSARIO DE INVESTIGACIONES EN CIENCIAS SOCIALES, Orono 408, 2000 Rosario, Argentina

Researcher(s) ACHILLI, ELENA L., MS.

Project Descriptors: /teacher training/ - /primary schools/ /teachers/ /attitudes/ /teaching methods/

Geographic Area Under Study: /Argentina/

Completion Date: 1986

Pre-project Abstract: Teacher "effectiveness" is crucial in the developing countries where for lack of physical and material resources the teacher is often the sole source of knowledge. In Latin America, however, teacher training is often highly academic and unrelated to the needs of the pupil, the teacher, or the community. The purpose of this project is to develop, through workshops, new methods for improving teaching skills and for raising teachers' awareness of their role in the classroom and the community. The participants will be primary school teachers recruited in Rosario, Argentina. The project will determine the extent to which participation in workshops contributes to more effective classroom behaviour and attitudes among the participating teachers.

Bibliographic Information:

Achilli, E.L. Ageno, R.M. Ossanna, E.
Centro Rosario de Investigacion en Ciencias Sociales, Rosario
Informe final / Investigacion en Talleres de Educadores : metodologia de la ensenanza, mediatizadora de la relacion docente (conocimiento) alumno
Rosario : CRICSO, 1985 2 v.

PROJECT NO: 3-P-83-0229

lang: ESPA date: 1985 isn: 69321 statc: RCMPL
location: ARCHIV 371.13(82) A 7
MFICHE BOGFC IDRC-Lib-69321

SCHOOL AND COMMUNITY - Phase III 3-P-84-0165

Recipient Institution(s): CENTRO BOLIVIANO DE INVESTIGACION Y ACCION EDCUATIVAS (CEBIAE)
Calle Hnos. Manchego 2518 - Casilla 1479, La Paz, Bolivia

Researcher(s): BALDERRAMA DE CRESPO, MARITZA, DR

Project Descriptors: /teaching methods/ /schooling/ /learning/ /school-community relationships/ /teacher-student relationships/ /cultural factors/

Geographic Area Under Study: /Bolivia/

Completion Date: 1987

Pre-project Abstract: The overall objective of this project has been to examine the teaching process and the effects of teaching upon student learning with particular focus on the problem of pupil failure. In phases I and II, researchers in Bolivia examined the complex relationships within and between the classroom and the home, and among teachers, pupils and parents. Researchers in phase III will evaluate alternative teaching methods, as well as alternative mechanisms of communication between the school and the community that might lead to the adoption of alternative teaching methods. They will also test ways to train teachers and community leaders and examine the cultural content transmitted by the school.

Bibliographic Information:

Nogales T., I.
Maestros y las perspectivas de innovacion pedagogica
La Paz : CEBIAE, 1988 103 p.
Centro Boliviano de Investigacion y Accion Educativas,
Estudios educativos no. 25

PROJECT NO: 3-P-84-0165

lang : ESPA date: 1988 isn: 5378
statc: RCMPL
location: ARCHIV 371.213(84) N 6
MFICHE IDRC-Lib-05378

Centro Boliviano de Investigacion y Accion Educativas, La Paz
Tercera etapa : proyecto "Escuela y comunidad"
La Paz : Centro Boliviano de Investigacion y Accion Educativas, 1988
82 p. Fotocopia.

PROJECT NO: 3-P-84-0165

lang : ESPA date: 1988 isn: 25623
statc: RCMPL
location: ARCHIV 370(84-21) C 4
MFICHE IDRC-Lib-25623

Pimentel C., J.C. Costas A., S.
Experiencia de perfeccionamiento docente en escuelas aymara urbanas
La Paz : CEBIAE, 1988 176 p.
Centro Boliviano de Investigacion y Accion Educativas,
Estudios educativos no. 24

PROJECT NO: 3-P-84-0165

lang : ESPA date: 1988 isn: 28773
statc: RCMPL
location: ARCHIV 371.13(86) P 5
MFICHE IDRC-Lib-28773

Bibliographic Information:

Nogales T., I. Talavera, M.L.
Maestros y las perspectivas de innovacion pedagogica
La Paz : Centro Boliviano de Investigacion y Accion Educativas, 1988
103 p.
Centro Boliviano de Investigacion y Accion Educativas,
Estudios educativos no. 25

PROJECT NO: 3-P-84-0165

lang : ESPA date: 1988 isn: 28774
statc: RCMPL
location: ARCHIV 370.013:371.12 N 6
MFICHE IDRC-Lib-28774

Escolarizacion y descalificacion cultural : el caso de una escuela urbano popular
La Paz : CEBIAE, 1987 87 p.

PROJECT NO: 3-P-84-0165

lang : ESPA date: 1987 isn: 28775 statc: INPRO
location:

Tercera etapa : proyecto escuela y communidad CEBIAE 1988 82 p.

PROJECT NO: 3-P-84-0165

lang : ESPSA date: 1988 isn: 35065 statc: UNCAT
location:

PROJECT PROFILES

TEACHING DEVELOPMENT STUDIES 3-P-84-0282

Recipient Institution(s): Institute of Southern African Studies, The National University of Lesotho, P.O. Roma 180, Lesotho

Researcher(s): Stuart, Janet, Mrs. & Montsi, Mercy Dr.

Project Descriptors: /teaching methods/ /educational innovations/

Geographic Area Under Study: /Lesotho/

Completion Date: 1986

Pre-project Abstract: There has been made criticism of the formal, teacher-dominated environment in post-colonial African schools, but relatively few attempts to study classroom processes and alter traditional teaching patterns. In this project, researchers in Lesotho will monitor what happens when teachers try to alter traditional teaching-learning patterns. Specifically, researchers will assess current methods of teaching Development Studies, a new school subject, and assist teachers to introduce more effective teaching methods. The emphasis will be on pupil-centered discussion, problem-solving and practical involvement in rural development activities.

Post-project Abstract: This project used a technique called "action-research" whereby teachers investigate the teaching and learning situations in their own classrooms, with the intention of improving their own practice. Along with a consultant, five Development Studies teachers from five different schools comprised the action-research group. Data was collected through tape recordings and transcripts of lessons; observers' comments; private diaries of teachers; questionnaires and attitude surveys; student assignments; and observation of the physical and social contexts of schools. A model for teacher self-evaluation was developed and participants agreed to use a case study approach. The three main problems were identified as: student apathy; dependence on teachers for learning; and an attitude that knowledge was given rather than acquired. Strategies to improve such difficulties were small group discussions; field trips or simulation games; varied information sources; and an open-ended teaching style to encourage student participation. Two hundred copies of the final report were produced and copies were sent to 92 research institutions in Africa.

Bibliographic Information:

Stuart, J.S. Makhetha, P. Musi, M. Putsoa, L. Seotsanyana, M.
Classroom action - research : case studies in developing studies teaching in Lesotho classrooms
Maseru : s.n., 1985 137 p.

PROJECT NO: 3-P-84-0282

lang: ENGL date: 1985 isn: 65291 statc: RCMPL
location: ARCHIV 371.001.5(686.1) S 7
MFICHE IDRC-Lib-65291

PROJECT PROFILES

TEACHER TRAINING EVALUATION 3-P-84-0301

Recipient Institution(s): SCHOOL OF EDUCATION, UNIVERSITY OF THE WEST INDIES, Mona, Kingston 7, Jamaica

Researcher(s) LEO-RHYNIE, ELSA, DR.

Project Descriptors: /teacher training/ /training programmes/ /evaluation/

Geographic Area Under Study: /Jamaica/

Completion Date: 1990

Pre-project Abstract: In 1981, the government of Jamaica introduced a teacher training program designed to enhance the academic and professional competence of teachers and to make the curriculum more relevant. The objectives of this current study are to analyze the extent to which this new teacher training program has been effectively implemented and to identify areas where improvements are needed. Data gathered through this study will assist policymakers and teacher trainers in modifying the content and form of this program.

PROJECT PROFILES

EVALUATION OF FIELD-BASED TEACHER TRAINING 3-P-84-0341

Recipient Institution(s): AGA KHAN FOUNDATION, P.O. Box 1211, Geneva 6, Switzerland

Researcher(s) ANSARI, Z.A., DR.

Project Descriptors: /teacher training/ /training programmes/ /evaluation/ /quality of education/

Geographic Area Under Study: /Pakistan/

Completion Date: 1986

Pre-project Abstract: Though various educational reforms and innovations have been implemented in Pakistan since 1975, few have been carefully evaluated. This project will examine the effectiveness of an innovative, field-based teacher training program organized by the local Ismaili Islamic community in the Northern region. The program has established a low-cost, in-service training system which provides untrained teachers with new skills, better teaching aids, and continuing professional support. The evaluation will assess whether the field-based program is able to improve the quality of teaching and how it might be further improved.

Post-project Abstract: Researchers compared 28 teachers from a field-based training (FBT) program and 20 teachers from a conventional primary teaching certificate (PTC) program. Of the latter group, 12 had attended a refresher course. A total of 864 pupils was selected for observation. Collected data was based on the teacher's classroom behaviour, the children's learning behaviour, teacher interviews, and physical class conditions. In general, it was felt that the FBT program produced more effective teachers than the conventional training programs. Areas where the FBT program did not result in significant improvement of teacher behaviour were asessed. Researchers concluded that the reasons for this lack of improvement were that teachers needed more time to become innovative, and that poor working conditions impeded better teaching. Recommendations included greater access to the FBT program, a stronger science component, improved school conditions, refresher courses to supplement FBT training, more primary school teachers, and more teaching aids. The project reached a broad international audience through an article in the Times Higher Educational Supplement, (David Jobbins, 1986/01/17) and a report by Peter Goodwin on the BBC World Services in December, 1985. Also, the Aga Khan Foundation featured the project in its brochure "Faces of Development." A national seminar was held prior to the project's conclusion, and 300 copies of the final report were printed for distribution.

Bibliographic Information:

Chowdhri, S. Abbas, S.
Evaluation of field based teachers' training programme in the northern areas of Pakistan
Islamabad : National Institute of Psychology, Centre of Excellence, Quaid-i-Azam University, 1987 89 p.
National Institute of Psychology, Psychological research monograph 6

PROJECT NO: 3-P-84-0341

lang: ENGL date: 1987 isn: 74261 statc: RCMPL
location: ARCHIV 371.13(549) C 48
MFICHE IDRC-Lib-74261

PROJECT PROFILES

TEACHERS AS DEVELOPMENT AGENTS **3-P-85-0088**

Recipient Institution(s): RURAL FRIENDS' ASSOCIATION, 122/10 Soi 1, Phanurangsi Village, Bangkruay, Nonthaburi 11130, Thailand

Researcher(s) a) SUPOTE, PRASERTSRI, DR.
b) SUPOL, WUTHISEN, DR.

Project Descriptors: /social participation/ /teachers/ /community development/ /rural areas/ /teacher training/

Geographic Area Under Study: /Thailand/

Completion Date: 1987

Pre-project Abstract: The Northeast region of Thailand is the poorest in the country. The government is seeking ways to involve local communities in identifying and solving their own problems. An important facilitator in this process is the primary school teacher, an educated, available and influential government representative resident in almost every community. The problem is, however, that teachers seem either unwilling or unable to perform this function, despite in-service training in community development. The purpose of this project is to identify the factors that help teachers to or keep them from acting as community development agents. It will also examine the relationship between teachers' work and training.

Post-project Abstract: Eleven project sites were chosen in Surin, Korat, and Ubol Ratchathani provinces to assess the role of teachers and factors influencing these roles. Teachers colleges' curricula and training programs were also examined. Two foreign consultants assisted in data analysis and report writing.

Studies showed that many teachers were unaware that development activities were a main part of their functions, and that there was little effort to prepare them for such a role. Factors affecting their participation included the type of development activity, marital status, sex, residence, relationship with villagers, cultural and linguistic differences, and the nature of in-service training. The strengths and weaknesses of the Community-Based In-service Teacher Training Programme (CBITP) were identified. Researchers concluded that it was not geared for rural development teaching, and recommended clear policies on teachers' roles and the inclusion of development training in the CBITP curriculum.

Bibliographic Information:

Teachers as development agents : case studies from northeastern Thailand
Surin : Surin Teacher's College; Research and Development Institute, Khon
Kaen University, 1987 82 p.

PROJECT NO: 3-P-85-0088

date: 1987 isn: 28630 statc: INPRO
location:

PROJECT PROFILES

TEACHER'S WORKSHOPS - Phase II 3-P-85-0113

Recipient Institution(s): CENTRO DE INVESTIGACION Y EXPERIMENTACION PEDAGOGICA (CIEP), 18 de julio 1006, Piso 70, Esc. 12, Montevideo, Uruguay

Researcher(s) WARREN, WALDO

Project Descriptors: /teacher training/ /educational research/ /research methods/

Geographic Area Under Study: /Uruguay/

Completion Date: 1987

Pre-project Abstract: The use of workshops in teacher training is gaining popularity in Latin America. Workshops bring teachers together to discuss the structural, bureaucratic, and academic problems which beset them and to carry out research on these problems. In phase I of this project 12 teachers from Uruguay were selected to form a workshop group to receive training in all stages of the research process. In this second phase, approximately 70 more teachers will be trained in basic research techniques through the use of teacher workshops. Results of this project will eventually be disseminated to 3 000 additional teachers.

Bibliographic Information:

Centro de Investigacion y Experimentacion Pedagogica, Montevideo
Proyecto "Comunicacion y Diseminacion de Investigaciones Educativas" : informe final
Montevideo : CIEP, 1987 1 v. (paginacion variada) : il.

PROJECT NO: 3-P-85-0113

lan:S date: 1987 isn:25746 statc:RCMPL
location: ARCHIV 370.001.5(899) C 4
MFICHE IDRC-Lib-25746

Centro de Investigacion y Experimentacion Pedagogica, Montevideo
Orientaciones generales del plan de trabajo del CIEP para el periodo 1987-1989 Version preliminar
Montevideo : CIEP, 1987 1 v. (paginacion variada)

PROJECT NO: 3-P-85-0113

lan:S date: 1987 isn:25747 statc:RCMPL
location: ARCHIV 370.001.5(899) C 41
MFICHE IDRC-Lib-25747

Proyecto : comunicacion y diseminacion de resultados de investigaciones educativas ; consideraciones sobre la diseminacion
Montevideo : CIEP, 1987 16 p.

PROJECT NO: 3-P-85-0113

date: 1987 isn: 28822 statc: INPRO
location:

PROJECT PROFILES

TEACHING AND LEARNING STRATEGIES IN PRIMARY SCHOOLS
3-P-85-0210

Recipient Institution(s): NATIONAL UNIVERSITY OF LESOTHO, INSTITUTE OF EDUCATION, National University of Lesotho, P.O. Box 180, Roma, Lesotho

Researcher(s): Thelajane, T.S.

Project Descriptors: /primary education/ /quality of education/ /school environment/ /teacher-student relationships/

Geographic Area Under Study: /Lesotho/

Completion Date: 1988

Pre-project Abstract: There is only fragmentary information about the nature and quality of the teaching and learning that occurs in Lesotho's primary schools. Researchers in this project will collect information on the teaching and learning strategies used in primary schools and validate the instruments used to gather this information. Researchers will also design a mechanism for reporting on a regular basis the state of classroom activities to parents, teachers, curriculum developers and policymakers.

PROJECT PROFILES

TEACHER WORKSHOPS: INSTRUCTIONAL STRATEGIES- Phase II 3-P-85-0296

Recipient Institution(s): CENTRO ROSARIO DE INVESTIGACION EN CIENCIAS SOCIALES (CRICSO), Mendoza 1044, Rosario 2000, Argentina

Researcher(s) AGENO, RAUL

Project Descriptors: /teacher training/ /quality of education/ /teaching methods/ /educational reforms/

Geographic Area Under Study: /Argentina/

Completion Date: 1988

Pre-project Abstract: In Argentina, teacher training is often highly academic and unrelated to the needs of the pupil, the teacher, or the community. Phase I of this project used workshops to develop new methods for improving teaching skills and for raising teachers' awareness of their role in the classroom and the community. While it was not possible in the first phase to confirm that teachers eventually changed their methods because of workshop participation, the participants reported that they were attempting to choose methods more appropriate to their particular classes and students in order to improve the quality of their teaching. In this second phase, researchers will analyze further the validity and impact of workshops as a teacher-training tool. Researchers will also analyze changes occurring in Argentina schools as a result of policies encouraging more democratic classrooms and greater teacher participation.

Bibliographic Information:

Achilli, E. Ageno, R. Ossanna, E.
Significacion en la escuela de las propuestas estatales de participacion y democratizacion : investigacion en Taller de Educadores y Estudio Antropologico de la Escuela
Rosario : CRISCO, 1988 2 v. (paginacion variada)
V. 2 consiste en anexos.

PROJECT NO: 3-P-85-0296

lang : ESPA date: 1988 isn:39010 statc:RCMPL
location: ARCHIV 371.1(82) A 2
MFICHE IDRC-Lib-39010

PROJECT PROFILES

INSTRUCTIONAL IMPROVEMENT IN PRIMARY SCHOOLS- Phase II
3-P-86-0174

Recipient Institution(s): TRIBHUVAN UNIVERSITY, RESEARCH CENTRE FOR EDUCATIONAL INNOVATION AND DEVELOPMENT (CERID), Tribhuvan University, P.O. Box 2161, Panipokhari, Kathmandu, Nepal

Researcher(s) MAINALI, MADHAV, DR.

Project Descriptors: /primary education/ /teaching programmes/ /teaching aids/ /teacher training/

Geographic Area Under Study: /Nepal/

Completion Date: 1990

Pre-project Abstract: Nepal is one of the poorest nations of Asia. Its educational system reflects not only this poverty but also the country's topography: both schools and teachers are poor and isolated; teaching materials are difficult to provide on a regular basis; and parents are often unaware of the benefits a little education can bring to their children's lives. In the first phase of this project, researchers worked with rural teachers to develop and use classroom materials appropriate to their pupils' environment and to encourage parents to provide greater motivation to their children. By examining language use at home and school, and working with teachers on teaching and learning problems, this second phase project develops language- and reading-development programs for the early years of primary school; tests new teaching materials; and trains teachers and parents in new instructional techniques.

PROJECT PROFILES

RURAL TEACHERS AND SCHOOL EFFECTIVENESS
3-P-87-0302

Recipient Institution(s): FACULTAD LATINOAMERICANA DE CIENCIAS SOCIALES (FLACSO), Casilla 3213/Central, Santiago, Chile

Researcher(s): GAJARDO, MARCELA, MRS.

Project Descriptors: /teachers/ /teaching practice/ /quality of education/ /rural areas/ /school-community relationships/

Geographic Area Under Study: /Chile/

Completion Date: 1989

Pre-project Abstract: Recent studies indicate that public schools in several developing countries, including Chile, are inefficient and that their effect on student learning is often disappointing, especially among the poor and the rural sectors. This project will study the role of teachers in relation to the effectiveness (success/failure) of the teaching process in rural Chilean schools. The study will analyze the factors determining the role teachers play in rural schools and the implications of their role in terms of students retention, quality of education, and interaction between the school and the community. The project will be carried out using census data and information gathered through a sample of rural schools and teachers. With regard to the teachers, the study will identify factors such as training, conditions of work, and socioeconomic characteristics.

PROJECT PROFILES

SCHOOL-BASED TEACHER TRAINING AND SUPPORT 3-P-88-0170

Recipient Institution(s): OFFICE OF EDUCATIONAL AND CULTURAL RESEARCH AND DEVELOPMENT, MINISRTY OF EDUCATION AND CULTURE, Jakarta, Indonesia

Researcher(s): GUNADI, TANUPUTRA, DR.

Project Descriptors: /educational innovations/ /teacher training/in-service training/ /teaching methods/ /primary education/project evaluation/

Geographic Area Under Study: /Indonesia/

Completion Date: 1991

Pre-project Abstract: Despite the best of intentions, the Indonesian government has not been remarkably successful in reforming its primary education system. The massive size of the system and a hierarchical, horizontal management system has made it difficult for innovations designed at the top to filter down to the bottom. This project will evaluate an innovative method of decentralized, school-based teacher training and support directed toward the encouragement of children-centred active learning. This innovation, called the CBSA project, was implemented in an attempt to encourage teachers, headmasters, and school supervisors to work together to analyze and solve local problems. The innovation was evaluated in 1984 and deemed a success. Efforts have been made to replicate the innovation in other provinces. This project will evaluate the extent to which the replication and dissemination of this innovation have been successful and recommend ways to overcome obstacles to the innovation process.

PROJECT PROFILES

EDUCATIONAL EFFICIENCY AND THE TEACHING-LEARNING PROCESS
3-P-88-0278

Recipient Institution(s): INSTITUTO DE INVESTIGACION PARA EL MEJORAMIENTO DE LA EDUCADION COSTARRICENSE, UNIVERSIDAD DE COSTA RICA, San Jose, Costa Rica

Researcher(s) ESQUIVEL, JUAN MANUEL, DR.

Project Descriptors: /quality of education/ /primary education/ /urban areas/ /teacher-student relationships/ /teaching methods/ /student participation/ /teacher training/ /educational innovations/

Geographic Area Under Study: /Costa Rica/

Completion Date: 1992

Pre-project Abstract: The attempts to deal with the problems of efficiency of education in Costa Rica have been constant throughout the country's educational history. However, in the reforms of education carried out since the late 1960s, efficiency has always been a matter of large-scale planning of the general curriculum. This project will examine the factors which determine the levels of efficiency of the teaching-learning process, in order to identify alternative means of improving the quality of education in marginal urban areas by developing an intervention program. Using ethnographic research techniques the study will reconstruct the teaching-learning process and educational interactions in the classroom. Researchers will examine different teaching strategies; examine the opportunitties for student participation; and design, implement, and evaluate a participatory intervention program to train teachers.

PROJECT PROFILES

TEACHING AND LEARNING IN AYMARA URBAN SCHOOLS 3-P-88-0335

Recipient Institution(s): CENTOR BOLIVIANO DE INVESTIGACION Y ACCION EDUCATIVAS, Hnos. Manchego 2518, Casilla 1479, La Paz, Bolivia

Researcher(s): GOTTRET, GUSTAVO,DR.

Project Descriptors: /schooling/ /learning/ /indigenous population/ /bilingualism/ /teaching methods/ /quality of education/ /urban areas/

Geographic Area Under Study: /Bolivia/

Completion Date: 1991

Pre-project Abstract: Overcoming illiteracy has been one of the major foci of Latin American educational policies. In countries with indigenous populations, the problem becomes more complex. To ensure the achievement of adequate levels of Spanish literacy, support must be maintained for the linguistic and cultural integrity of these peoples. The experience of Bolivia is among the most serious in the region. Close to 55% of its populace is illiterate. The government has taken some steps in the past towards promoting bilingual and bicultural education in rural areas. Now, however, the poor urban areas are a matter of concern. As a result of the economic recession, increasing numbers of Aymaran and Quechuan speaking peoples are immigrating to urban areas. This project will examine teaching and learning practices in urban Aymara schools to identify and assess those variables which hinder or enhance the capacity of bilingual children to learn reading and writing. Recommendations will be proposed to improve the quality of teaching reading and writing to bilingual children. Project results will be disseminated to researchers, policymakers, and educators.